Term Information

Effective Term	Spring 2025
Previous Value	*Spring 2018*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change prerequisites from PSYCH 2220 and PSYCH 2300 to PSYCH 1100, along with a corresponding change in course number.

What is the rationale for the proposed change(s)?

The goal of this course change is to broaden out the core course concepts (on organization, group processes, leadership, hierarchy, and more) to a wider audience, including substantially more non-psychology majors, and to provide younger psychology students more access to content that is particularly relevant to their own lives in school (with group projects and team collaboration), and relevant to their upcoming careers (e.g., in business organizations). We hope to provide this class as a core class for the new leadership major, providing psychological insights that will be particularly relevant for students pursuing topics in that area. The transition will involve moving focus away from students working on actively conducting any experimentation or reading advanced texts, into a heavier emphasis on accessible classic and contemporary research to better enable them to understand the structure and function of these organizations.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

The course will move from the Advanced Course category to the Elective category in our major.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3522
Previous Value	*4522*
Course Title	Organizational Psychology
Transcript Abbreviation	Org Psychology
Course Description	Overview of theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: PSYCH 1100
Previous Value	*Prereq: A grade of C- or above in 2220 and 2300.*
Exclusions	Not open to students with credit for 4522
Previous Value	Not open to students with credit for 522.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	42.2804
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
Previous Value	*Junior, Senior*

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Students will be able to explain theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design.
Content Topic List	• group processes
	• organizational science and history
	• optimal distinctiveness
	• facilitation, conformity, and compliance
	• hierarchy
	• promotion and demotion
	• branding and marketing
	• norms of social influence
	• motivation
	• human factors
	• business ethics
	• workplace stress
	• boundaries

Previous Value

- *Organizational culture*
- *Values, attitudes, & satisfaction*
- *Social perception/attributions*
- *Motivation*
- *Improving performance*
- *Group dynamics*
- *Decision making*
- *Negotiation & conflict*
- *Leadership*

Sought Concurrence   No

Attachments

- PSYCH 4522_AU21_Polifroni.pdf: Current Syllabus

  (Syllabus. Owner: Paulsen,Alisa Marie)

- SP25 PSYCH 3522 organizational psychology syllabus.pdf: Proposed Syllabus

  (Syllabus. Owner: Paulsen,Alisa Marie)

- Psychology Major Learning Objectives-April 2024.docx: Updated Curriculum Map

  (Other Supporting Documentation. Owner: Paulsen,Alisa Marie)

Comments

- It is critical that this course not be changed until SP25 (as requested above). It is being taught by a different instructor as Psych 4522 in AU24. Since the location in the major will change with the course instruction change, it must remain Psych 4522 in AU24, even if approved earlier. Thanks. *(by Paulsen,Alisa Marie on 04/29/2024 01:22 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	04/29/2024 01:22 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	04/29/2024 01:23 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/02/2024 05:55 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/02/2024 05:55 PM	ASCCAO Approval

THE DEPARTMENT OF PSYCHOLOGY

"every employee tends to rise to his level of **INCOMPETENCE**."

PETER & HULL, 1969

contents

PSYCH 3522
Organizational Psychology

BY STEVEN BENGAL

An exploration into contemporary research into *leadership* and *organization;* including social psychology, decision science, marketing, and beyond.

The science of *the structure and function of human groups*, including *hierarchies, leadership* and power, branding and *marketing*, business *ethics*, group *decision-making*, human *factors* and everything in between.

Reading and discourse on *psychological research* into:

group polarization, optimal distinctiveness, motivation, stress, promotion, entrepreneurship, eyeline sales, choice paralysis, leadership in crisis, and more.

Each week will focus on a new topic explored in the field.

> *If you want to build a ship,*
> *don't drum up the men and women to gather wood,*
> *divide the work, and give orders. Instead,*
> *teach them to yearn for the vast and endless sea.*
>
> anonymous proverb; Horbiak, 1995

class introduction

> " When the tyrant has disposed of foreign enemies by conquest or treaty, and there is **nothing** more **to fear** from them, then he is **always stirring up some war or other**, in order that the people may **require** a leader.

PLATO, THE REPUBLIC, 375BCE

CARMEN.OSU.EDU

All homework and other assignments can be completed here. Important course dates, information, announcements, and your grades are all located on this site. Please check it *regularly* and *frequently*.

Electronic communications via CARMEN uses students' OSU handles, making OSU e-mail a primary form of communication outside of class.

RECOMMENDED TEXT

DIRECT SOURCES. (FREE). *ALL REQUIRED SOURCES WILL BE POSTED TO CARMEN.*

ALL STUDENTS should be prepared to make use of original sources. *Article, video,* and *concept* discussion will frequently be involved in class sessions and for assignments.

You are responsible for completing the assigned materials **BEFORE YOU COME TO CLASS.**

the **instructor**
steven bengal, ph.d.

CONTACT INFORMATION
OFFICE LZ 100H
EMAIL BENGAL.1@OSU.EDU
PHONE 614.292.8185
The best way to reach me is by EMAIL using your OSU account or CARMEN.

OFFICE HOURS
MWF 12:40 PM–1:30 PM
OR BY APPOINTMENT
Contact me for any and all *questions, comments,* or *concerns* through my EMAIL.

the **rules** of engagement

SPEAKING UP

You must be prepared to *speak*. You will be expected to participate throughout the entirety of this course, often in a public manner. You are expected to discuss assigned materials and ask questions. Stage fright be damned, this course is **YOUR TIME TO SHINE**!

CONSIDER COLLEAGUES

Be respectful to other students in the class, as well as the instructor! Refrain from sleeping in class, working on other assignments, and using electronic devices in a distracting fashion (with the exception of taking notes and following along). Be prepared for each class period by arriving on time. Take an *active*, engaged role in your own learning.

PARTICIPATION

This course will use *Top Hat* for a number of in-class activities. As such, you are required to bring a device capable of connecting to and using Top Hat. If this is not possible, you must immediately inform me on the **FIRST DAY OF CLASS** for us to discuss alternatives.

TOPHAT.OSU.EDU

BE AWARE

This course structure varies by lecture, by concept, by unexpected snow days (heat days?) and sickness, the whims of the academic board and if the bat signal illuminates the night sky, I must answer its siren call. As such, I reserve the right to revise the syllabus, class schedule, assignments, and other course features, as necessary. You will be informed of these changes on CARMEN and/or in class.

communication

CARMEN

ANNOUNCEMENTS, MODULES AND ASSIGNMENTS

Important adjustments to the schedule, syllabus, or class will be made through CARMEN *Announcements.*

All class texts, readings, videos, lecture slides, and resources will be available through the *Modules* section.

Graded task details, rubrics, deadlines, and instructions will be in the *Assignments* section.

CHECK CARMEN FREQUENTLY!

EMAIL HEADINGS

HELP ME HELP YOU

SUBJECT LINE <CLASS NO.>

Please begin all email communication with me with the class number in the subject line. For instance, If you are emailing me regarding questions you have about an Introduction to Social Psychology (PSY3325), lead the subject line of your email with 3325.

SEVERAL EXAMPLE SUBJECT LINES.

- *2462* question regarding the malevolence lecture
- *4525* hypothetically, if I needed a bunker immediately...
- *2220* just emailing you to tell you that I hate you, no need to respond!
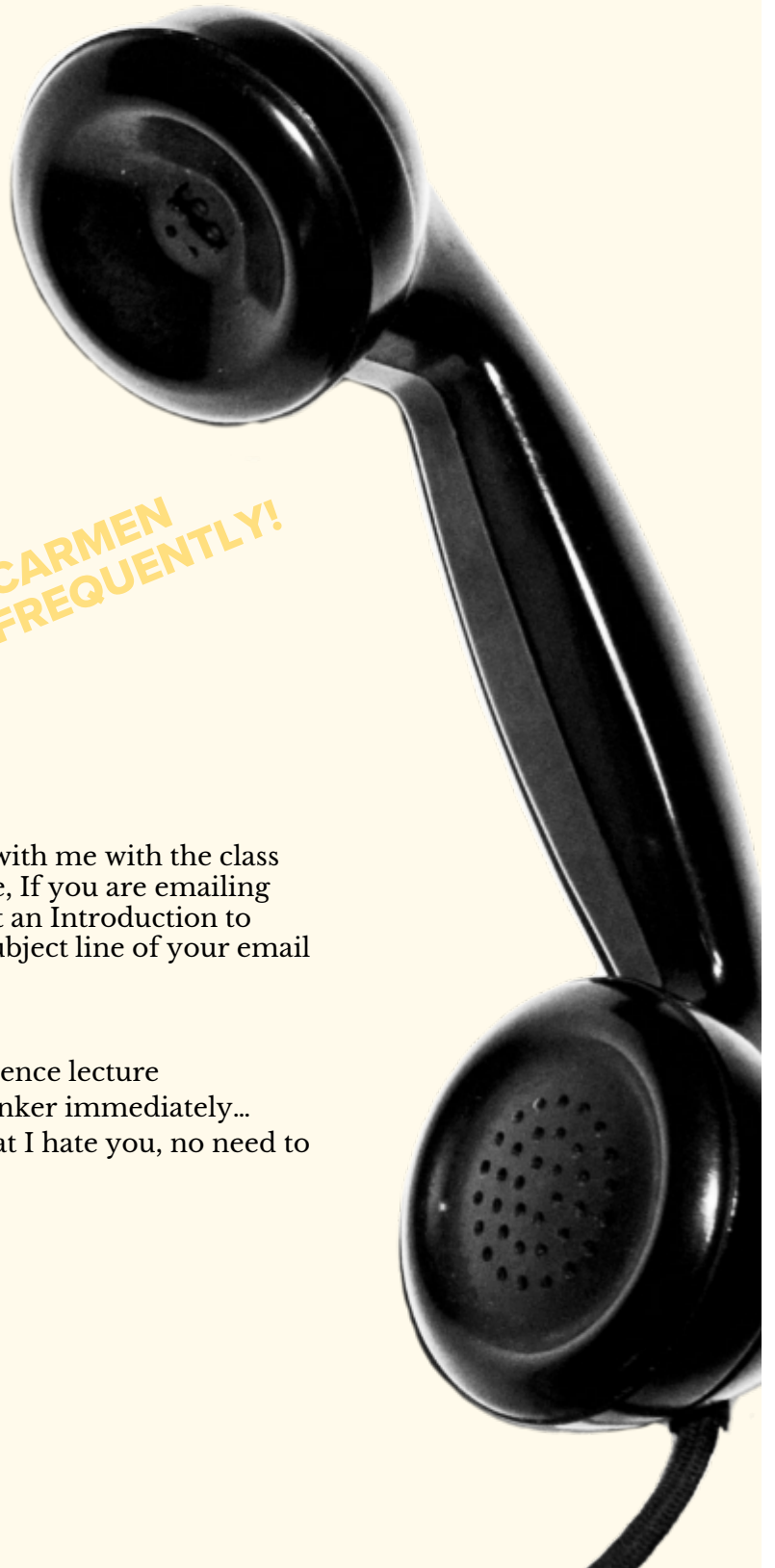
the **course** requirements

1 ATTENDANCE

PLEASE DO

Attendance is *fundamental* to master the material, and a large part of this class is built on experiencing psychology activities and discussions. Lastly, there are points associated with showing up!

2 DESIGN

VIDEOS, LECTURES, AND ACTIVITIES

This course has a mixed format: concepts will be initially discussed or introduced in broad course lectures. During most lectures, we will have example *demonstrations* of research studies. You will also engage in a few group discussions in which you cooperatively examine your learning with peers. Each week, suggested READINGS or VIDEOS will be listed.

NO REQUIRED TEXT. All required sources will be supplied gratis on CARMEN.

3 GRADES

WATCH, DISCUSS, EXPERIENCE, DEMONSTRATE

This course has several projects, including *Let's Make a Podcast, Scientific Study Report,* and *the Journal* (see CARMEN for specific details and instructions).

There will be THREE (3) exams. Please bring a device (iPad) to class in order to participate.

In addition, there are brief *weekly questions* meant to guide your thinking and provide you an outlet to consider the class content outside of the confines of the class.

Lastly, there are a number of points allocated for attending and participating in, the *in-class lectures, activities,* and *course feedback*.

LATE WORK has a 1 WEEK grace period. *This does not apply to exams, extra credit, or in-class activities.*

grading structure

BONUS POINTS

LITERALLY READ THE SYLLABUS

You will receive **1 POINT** of extra credit for *reading* the syllabus. This point will be automatically applied at the end of the semester. If you ask if the class has extra credit, or if your grade is rounded, or to adjust your grade at the end of the semester because you worked really hard and are only 0.1 points away from the next grade, you will demonstrate that you have *not* read the syllabus and will lose this 1 point!

LATE WORK

All assignment, except exams and in-person activities, follow the same policies for LATE WORK. An assignment have a 1 WEEK grace period. This means that an assignment may be turned in within **1 WEEK** of the original due date and receive NO penalty. Submission windows will close after this a 1 WEEK grace period (not past the final day of class). Assignment instructions, deadlines, and rubrics should be available from the beginning of the semester, or well in advance of deadlines. Assignment deadlines will show up on CARMEN as a reminder throughout the semester.

For in-class participation or extra credit: **NO CREDIT** *will be earned for any such work that is turned in late.*

This 1 WEEK grace period satisfies the requirements for SLDS accommodations, so there is no requirement to contact me about their use.

this class uses the **OSU standard** grading scale

GRADED ITEMS

Grades will not be rounded.

COMPONENT VALUES

syllabus survey	3 PTS
let's make a podcast	10 PTS
scientific study report	10 PTS
the journals retrospective (fin)	2 PTS
the journals	10 PTS
weekly questions	15 PTS
class participation	15 PTS
exams	3 / 90 PTS
TOTAL	155 PTS

behold:
the new exams.

EDUCATION REVOLUTION

There will be *no large-scale paper exam and scantron administration*: save your no. 2 pencils and use them elsewhere.

Instead, there will be synchronous, in-person *digital exams* available through the *quiz section* of CARMEN.

- USUAL PLACE, USUAL TIME. you will come to class like any other class session, and bring an electronic device (e.g., tablet, laptop).
- IN-CLASS you will be provided with an *access code* to open and take the exam through CARMEN.
- UNLIKE *homework assignments,* these exams will have **(1) A LIMITED TIME TO COMPLETE**, and **(2) CANNOT BE RE-OPENED.**

Before opening an exam, make sure you have sufficient time to complete it, and that your internet is in *good working order.*

FURTHER DETAILS.

TIMING AND QUESTIONS. traditionally, these exams will consist of around THIRTY (30) multiple-choice questions. You will have FIFTY (50) minutes to complete each exam. The exact timing and covered areas will be visible to you before opening.

DESPERATE TIMES. I have administered electronic examinations in multiple separate courses to great success, with well over 99% of students having no issues taking the CARMEN exams.

Typical 1-week assignment extensions do not apply to exam dates.

SLDS/ESUE. we cannot provide additional time for in-class exams in the usual classroom or makeups (if permitted), so alternative testing centers (ESUE/SLDS) will be used to provide such accommodations.

SLDS students should schedule all exams at the beginning of the semester, months in advance, to ensure they have a timeslot available.

THE POINT
BETTER STATISTICS, FASTER FEEDBACK, EASIER ADMINISTRATION

The goal of the digital exams is to allow students to provide more immediate feedback about progress, have fewer issues collecting responses, and to collect better data about the quality of questions and student's mastery growth over time.

CarmenCanvas
Ohio State's learning management system

required technology

CARMEN SUBMISSIONS

You are responsible for all assignments and files submitted to CARMEN, to be (1) the appropriate document, (2) of your own independent work, and (3) not corrupted, faulty, or otherwise unable to be reviewed. **DOWNLOAD AND CHECK YOUR SUBMISSIONS BEFORE THE DEADLINE.** No grace period or later review will be provided for erroneous (the wrong document), unopenable, or missing submissions. For file types, .HEIC (MAC) image files will **NOT BE ACCEPTED**.

REQUIRED TECHNOLOGY SPECIFICATIONS

to access CARMEN, in-class exams, or top hats, you will likely need at least some of the following technology:

COMPUTER LAPTOP OR TABLET WITH WIFI-CAPABLE INTERNET CONNECTION

OTHER A MOBILE DEVICE (SMARTPHONE OR TABLET) TO USE FOR BUCKEYEPASS AUTHENTICATION

see CARMEN for more details.

psychology major goals

KNOWLEDGE BASE IN PSYCHOLOGY
- Describe key concepts, principles, & overarching themes in psychology
- Describe applications of psychology

SCIENTIFIC INQUIRY & CRITICAL THINKING
- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative & integrative thinking & problem solving
- Incorporate sociocultural factors in scientific inquiry

ETHICAL & SOCIAL RESPONSIBILITY IN A DIVERSE WORLD
- Apply ethical standards to evaluate psychological science & practice
- Build & enhance personal relationships
- Adopt values that build community at local, national, & global levels

COMMUNICATION
- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

PROFESSIONAL DEVELOPMENT
- Apply psychological content & skills to career goals
- Exhibit self-efficacy & self-regulation
- Refine project-management skills
- Enhance teamwork capacity

DEPARTMENT OF PSYCHOLOGY
ELECTIVE COURSE

The goal of courses in this category is to foster an understanding of the development and experience of human organizations, on both an individual and collective level.

PSY3522 ORGANIZATIONAL PSYCHOLOGY **FULFILLS** AN ELECTIVE COURSE CREDIT IN THE DEPARMTNET OF PSYCHOLOGY.

additional resources, pt. 1

"
What is expected **student conduct?**
What about **other resources?**
Who do I talk to about **disability services?**

ACADEMIC AND BEHAVIORAL MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (FACULTY RULE 3335-5-487). For additional information, see the Code of Student Conduct at HTTP://STUDENTLIFE.OSU.EDU/CSC.

DISABILITY SERVICES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations.

YOU CAN CONNECT WITH THEM AT SLDS@OSU.EDU; 614-292-3307; or SLDS.OSU.EDU.

additional resources, **pt. 2**

> " Are there any other **student resources?**
> What about **mental health** and **stress?**

DENNIS LEARNING CENTER

The Dennis Learning Center (DLC) is available to help support and improve the academic success of Ohio State students through academic coaching, group workshops, and elective courses. The DLC offers free, one-hour appointments during which students can discuss various learning-related topics (note-taking, procrastination, test anxiety, exam preparation, time management, etc.) with an academic coach and create a plan for success. The DLC is located on the 2nd floor of the Younkin Success Center. Visit the DLC website to learn more, at HTTPS://DENNISLEARNINGCENTER.OSU.EDU.

MENTAL HEALTH AND STRESS

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting CCS.OSU.EDU or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be **IN EARLY COMMUNICATION** with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 DAYS after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with REASONABLE alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, **IN WRITING DURING THE FIRST 14 DAYS AFTER THE COURSE BEGINS, OF THE DATE OF EACH ABSENCE**. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

Policy: Religious Holidays, Holy Days and Observances

the structure
of organizational psychology

WEEK	DAY	DATE	TOPIC	NOTES
01	M	1/8	**introduction** to organizational psychology	
	W	1/10	**group** processes	
	F	1/12	organizational science and history	
02	M	1/15	Martin Luther King Jr. Day – no classes	
	W	1/17	optimal distinctiveness	syllabus survey
	F	1/19	facilitation, conformity, and compliance	
03	M	1/22	when a group becomes a group	
	W	1/24	an exploration of **hierarchy**	
	F	1/26	promotion an demotion	
04	M	1/29	can we do better?	
	W	1/31	who **leads,** who **follows**	
	F	2/2	what's a narcissist to do?	
05	M	2/5	the worse things are, the better you look	**let's make a podcast**
	W	2/7	exam review	participation: course feedback
	F	2/9	**exam 1**	
06	M	2/12	course feedback discussion	
	W	2/14	**branding** and **marketing**	
	F	2/16	why Coca-Cola spends money on advertising	
07	M	2/19	how to organize a grocery store	
	W	2/21	norms of social influence	
	F	2/23	**motivation** building better workers	
08	M	2/26	carrot or stick	
	W	2/28	"for the love of the game"	
	F	3/1	is starvation coercive?	
09	M	3/4	**human factors** building better things	
	W	3/6	Norman doors	
	F	3/8	Norman… offices?	**scientific study report**
10	M	3/11	Spring Break – no classes	
	W	3/13		
	F	3/15		
11	M	3/18	scientific study report discussion	
	W	3/20	exam review	
	F	3/22	**exam 2**	
12	M	3/25	**business ethics** listening to the devil	
	W	3/27	everyone needs an advocate	
	F	3/29	noone is the villain of their own story	
13	M	4/1	**workplace stress**	
	W	4/3	a tale of bears and bosses	
	F	4/5	fight, flight, or fatality	
14	M	4/8	is starvation still coercive?	
	W	4/10	**boundaries and beyond**	
	F	4/12	your work becomes you	
15	M	4/15	"we're all a family here!"	
	W	4/17	the journal retrospective	**the journal, fin**
	F	4/19	exam review	
16	M	4/22	**exam 3**	

schedule is tentative and subject to change.

Organizational Psychology

PSYCHOLOGY 4522

Autumn 2021 – Online – Class #: 22667

COURSE OVERVIEW:

Instructor: Mark Polifroni Ph.D.

Email address: polifroni.1@osu.edu

Phone number: 614-325-0187

Office hours via Zoom: Wednesday 10:30am to 11:30am, Thursday 1:30pm to 2:30pm, Friday 10am to 11am

Course Assistant: TBD

Zoom Session: Wednesday at 1-2pm. Attendance is optional and the session will be recorded and made available in the Zoom Module on Carmen. This is our live time together to work through any questions you have about the course and our assignments.

Official Course Description (OSU Course Bulletin):

Overview of theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design.

 Further Description:

Hopefully, we will all leave this course with a greater understanding of our own behavior in organizations as well as the behavior of others in organizations. Additionally, we should leave this class with a better understanding of the tools/techniques used to assess organizational behavior and the research that supports the creation and use of those tools.

 In keeping with the "organizational" theme, we will have a team projects; the use of teams is becoming increasingly common within organizations. Your team will also serve as an object of analysis in and of itself.

The course content will be primarily drawn from the Walton book and the Organizational Psychology text. Additional sources of content will include the instructor's experiences in organizations, applicable social psychological theory, demonstrations, and video clips.

You are the customers of this course; you have paid for it. It is my goal to deliver a high quality product that satisfies my customers' needs. If at anytime you feel that you are not getting what you paid for, please let me know.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. Explore and advise on organizational culture including values, mission, and suggest modification strategy for cultural improvement.
2. Use problem solving tools efficiently and effectively including flow charts, pareto analysis, and needs assessment.
3. Participate in teams while using teams as an object of analysis to compare theory and practice to team work.
4. Engage teammates to practice team and communciation skills.
5. Compare and analyze leadership techniques.
6. Identify cross-cultural weaknesses and strengths and explore methods to improve cross-cultural skill
7. Present information in a clear and concise manner with forethought that allows answering audience objections proactively.
8. Develop survey instruments to assess employee satisfaction
9. Produce training video to make employees aware of common attributional errors.
10. Design effective methods for assessing team performance on team projects.

Expected learning outcomes

- Promote Critical Thinking : HW1, HW5, HW9, HW11, HW15, HW17

- To Enhance Writing and Communication Skills: HW1, HW4, HW8, HW13, HW16

- Foster Real World Application: HW2, HW3, HW5, HW6, HW7, HW9, HW10, HW12, HW13, HW14, HW16

- Increase Use of Scientific Knowledge and Understanding Differences: HW9, HW10, HW11, HW12, HW13, HW14, HW16

Textbooks

Required Text:

Walton, M. (1986). The Deming Management Method. Putnam.

Recommended Text:

Kreitner, R. & Kinicki, A. (2010). Organizational Behavior (9th ed.). New York: McGraw Hill. Please note, I think the 8th edition would work as well!

Our Schedule:

Video Lectures will be available in the Module section at least a week before needed for assignments. They will likely be on Youtube with links in Carmen.

Week	Module	Lecture #	Lecture Title	Assignment	
1	1	1	Developing People Centered Organizations		
		1.1	Vision, Mission and Goals	HW1	Values & Finding a mission statement what you like what you would add
				HW2	Team Values - Brainstorming and Pareto Analysis
2		11	Teams	HW3	How will you track who does what?
3		10	Group Dynamics	HW4	Who are you and what do you do?
		12	Individual and group decision making	HW5	How do you intend to maximize team pros and minimize cons
4	2	Dem1	The Deming System of Profound Knowledge		
		Dem2	Deming's 14 Points	HW6	Story of success, story of failure
		HTrinity	The Holy Trinity		
5		Tools	The Tools	HW7	Flow charting
6		16	Leadership	HW8	Qualities of a leader
7		3	Organizational Culture	HW9	Steps for improving a culture
8		9	Feedback and Rewards	HW10	design a reward system
9	3	2	Managing Diversity	HW11	Identify and Combat a Barrier
		4	Managing Across Cultures	HW12	identifying cultural challenges Pick one and self work
10		7	Social Perception and Attributions	HW13	develop a video to teach perceptual errors
11		8	Motivation through needs, design and intrinsic rewards.	HW14	developing a reward system
12	4	5	Self concept, Personality and Emotion	HW15	self and emotion as they relate to the work place
13		6	Values, attitudes, abilities, and satisfacton	HW16	crafting a survey
14		15	Influence, empowerment, and politics	HW17	Overcoming barriers to delegation

Our Assignments:

All but three of our assignments will be team assignments. Most team assignments will have multiple components and i will expect that each component will be clearly identified to a specific team member. My goal is to see that everyone carries their weight by minimizing the potential for 'free riding'. My summer Social Psychology students made several suggestions for team assignments for this course (as an assignment on social loafing), i am incorporating many of those ideas. Assignments are due Fridays by 11:59pm. This should be ample time to complete them; due dates are about a week and half after corresponding lectures. Please note that most of these are new, untried assignments. If we run into deadline difficulties, please let me know.

Assignment #	Assignment Name	110		
		Points		Due Date
HW1	Values & Finding a mission statement what you like what you would add	10	grp	4-Sep
HW2	Team Values - Brainstorming and Pareto Analysis	5	grp	4-Sep
HW3	How will you track who does what?	5	grp	11-Sep
HW4	Who are you and what do you do?	5	ind	18-Sep
HW5	How do you intend to maximize team pros and minimize cons	5	grp	18-Sep
HW6	Story of success, story of failure	5	grp	25-Sep
HW7	Flow charting	10	grp	2-Oct
HW8	Qualities of a leader	5	grp	9-Oct
HW9	Steps for improving a culture	5	grp	16-Oct
HW10	design a reward system	8	grp	23-Oct
HW11	Identify and Combat a Barrier	5	grp	30-Oct
HW12	identifying cultural challenges Pick one and self work	6	ind	30-Oct
HW13	develop a video to teach perceptual errors	10	grp	6-Nov
HW14	developing a reward system	6	grp	13-Nov

HW15	self and emotion as they relate to the work place	5	ind	20-Nov
HW16	crafting a survey	10	grp	27-Nov
HW17	overcoming barriers to delegation	5	grp	4-Dec

Quiz Schedule:

Quizzes will be mostly, if not all, 20 questions, multiple choice. I do reserve the right to toss in an essay question if it seems doable time-wise. Quizzes will be open note/open book and will be offered from 9am Sunday to Midnight Monday on the indicated dates. There will be a two-hour time limit which conforms to double normal 'class time'.

Quiz #	Lectures Covered	Date
1	1, 1.1, 11, 10, 12	Sept 13
2	Dem1, Dem2, 16, 3, 9	Oct 18
3	2, 4, 7, 8	Nov 8
4	5, 6, 15	Dec 3

Course Points

Total Points		190
Quizzes (4)	20 each	80
Assignments		110
Group	94	
Individual	16	

Academic integrity and collaboration:

All work is expected to be original and the collaboration of the team. Each part of the assignment will be identified to the individual(s) responsible. Many assignments will be processed through "Turn It In". Plagiarism will likely be detected and dealt with in a manner consistent with University policy (see below).

Please note: This will be my fifth year sitting on the Committee On Academic Misconduct. I take this very seriously and have gained a great deal of exposure to academic misconduct in all its forms and techniques.

Late assignments

- Late submissions may incur a 10% late fee.
- Please refer to Carmen for due dates.

Grading scale

Please do not rely on Carmen's grade calculation. I don't. It is buggy. I download points from Carmen into Excel at the end of the semester and calculate course grades in Excel. Then i manually enter your course grades into the registrar's website. It may be a tad laborious, but it is more accurate.

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on weekdays when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days (M-F)**.

HOW THIS COURSE WORKS

Mode of delivery:

- 100% online delivery.

- There are many opportunities for synchronous and asynchronous interaction with instructional staff, (Dr. Mark and CA) and fellow Teammates.

- All synchronous sessions will be held within the original time/day pattern of this course – Tuesday 1pm.
- All synchronous work can be made up in an asynchronous fashion, if you are unable to attend
- The Expanded Schedule describes all synchronous and asynchronous work

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

- There are 2 due dates each week

- Monday at 11:59pm for Quizzes and Assignments Saturday at 11:59pm

- Activities and assignments will be available at least two weeks before due dates

- Friday-Monday: watch video lectures and read designated chapter in book

- Wednesday: Attend Weekly Zoom session at 1pm. Optionally, review asynchronous recording of Zoom session.
- All Week: Meet with team members virtually to work on assignments.
- Wednesday – Friday: Attend office hours as desired
- Monday: Take Quiz for designated module.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance**: **TWO DEADLINES PER WEEK OVER MULTIPLE GRADING CATEGORIES**
  You are expected to log in to the course in Carmen multiple times each week. If you have

a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Office hours and live sessions**: **OPTIONAL**
  All live, scheduled events for the course, including my office hours, are optional. There are many opportunities for synchronous and asynchronous interaction with Dr. Mark. and our course assistant, if any.
- **Participating in team disscussions**: 3-5 **TIMES PER WEEK**
  Almost all assignments for this course are team level assignments to faciliate learning team process.

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help

- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills

- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Tophat: All Ohio State students have free access to Tophat, a classroom response system that can be used from all types of mobile phones, computers, and tablets. Click here for help getting started with Tophat.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument

being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - https://studentconduct.osu.edu/

- **Citing your sources**: For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **What is said in class stays in class**: Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND Dr. Cravens-Brown

Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at http://go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I'll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved **AND** Dr. Cravens-Brown.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue**.**

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Psychology Major Learning Objectives

Program Objectives

Knowledge Base in Psychology

     K1. Describe key concepts, principles, & overarching themes in psychology

     K2. Develop working knowledge of psychology's content domains

     K3. Describe applications of psychology

Scientific Inquiry & Critical Thinking

     S1. Use scientific reasoning to interpret psychological phenomena

     S2. Demonstrate psychology information literacy

     S3. Engage in innovative & integrative thinking & problem solving

     S4. Interpret, design, & conduct basic psychological research

     S5. Incorporate sociocultural factors in scientific inquiry

Ethical & Social Responsibility in a Diverse World

     E1. Apply ethical standards to evaluate psychological science & practice

     E2. Build & enhance personal relationships

     E3. Adopt values that build community at local, national, & global levels

Communication

     C1. Demonstrate effective writing for different purposes

     C2. Exhibit effective presentation skills for different purposes

     C3. Interact effectively with others

Professional Development

     P1. Apply psychological content & skills to career goals

     P2. Exhibit self-efficacy & self-regulation

     P3. Refine project-management skills

     P4. Enhance teamwork capacity

     P5. Develop meaningful professional direction for life after graduation

Learning Goal Levels

     F – Foundational

     A- Advanced

I. Data Analysis and Research Requirement																				
Course	**Area**	**K1**	**K2**	**K3**	**S1**	**S2**	**S3**	**S4**	**S5**	**E1**	**E2**	**E3**	**C1**	**C2**	**C3**	**P1**	**P2**	**P3**	**P4**	**P5**
2220(H) Data Analysis		F			F	F	F	F					F			F	F	F		
2300 Research Methods		F	F	F	F	F	F	F	F	F	F		F			F	F	F	F	

II. Core Requirements (1 from each area)																				
A. Brain and Behavior																				
Course	**Area**	**K1**	**K2**	**K3**	**S1**	**S2**	**S3**	**S4**	**S5**	**E1**	**E2**	**E3**	**C1**	**C2**	**C3**	**P1**	**P2**	**P3**	**P4**	**P5**
3313 Intro to Behavioral Neuroscience	BN	F	F		F	F				F										
3313H Intro to Behavioral Neuroscience	BN	F	F		F	F	F	F		F	F		F	F	F				F	
3513 Intro to Cognitive Neuroscience	CO	F			F	A		F		F			F							
B. Cognitive Psychology																				
3302 Perception & Language	CO	A	A	A	A	A	F		F											
3310 Sensation & Perception	CO	A	A	F	A	F	F								F					F
3312 Memory & Cognition	CO	A	A	F	A	A	F	F	F	F			F	F	F					F
C. Clinical and Developmental Psychology																				
2367.02 Abnormal Psychology Analysis	CL	F	F	F	F		F						F		F				F	
3331 Abnormal Psychology	CL	F	F	A	A			A	A											
3335 Psychology of Adjustment	CL	F																		
3340 Lifespan Development	D	F	F	F	F	F						F	F							
3530 Theories of Personality	CL	A	A	A	A	F	F	F	A	F	A		F				F			

Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
3550 Psychology of Childhood	D	F	F	F	F	F					F	F								
3551 Psychology of Adolescence	D	F		F	F	F		F					F						F	
D. Social Psychology																				
2367.01 Social Psychology	S	F	F,A	F,A	F	F,A	F,A	F		F		F	F,A	F	F	F	F,A	F	F	
3325 Intro to Social Psychology	S	F	F,A	F,A	F	F,A	F	F		F		F					F			
3375 Stereotyping and Prejudice	S	F	F	F,A	F	F	F	F	F	F	F	F	F,A			F	F,A			

III.   Advanced Requirements

Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
Sequenced Advanced Courses																				
4305 Intro to Psychopharmacology	BN	A	A	A	A	A	A	A	A											
4475 The Self	S	A	A	A	A		A		A		A	A		A	A					A
4501 Advanced Behavioral Neuroscience	BN	A	A	A	A	A	A	A												
4510 Cognitive Psychology Laboratory	CO	A	A	A	A	A	A	A		A			A	A	F	F				
4518 Attitudes	S	F,A	F,A	F	F,A	F,A	F	F	F		F	F				F	F	F		
4520 Social Psychology Laboratory	S	A		F,A	F,A	F,A	A	F,A	F,A	F,A		A	A	A		F,A	F,A	A	A	A
4532 Clinical Psychology Science	CL	A	A	A	A		A	A		F,A						A				A
4540 Counseling Psychology	CL	F,A	F,A	F	F	F	F		F	F	F,A	F				F	F			
4630 Attitudes and Persuasion	S	F,A	F,A	F,A	F,A	F	F	F,A	F			F	F,A			F	F	F	F	
4644 Hormones and Behavior	BN	A	A	A	A	A	A	A												
5189 Cognitive Aging	CL	A	A	A	A	A	A			A				F	F,A	F	A	F	F	
5250 Mood Disorders	CL	A	A	A	A	F	A	A	F					F	F					

Course		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
5270 Personality Disorders	CL	A	A	A	A	A				F			A	F		F				
5600 Psychobio. of Learning and Memory	BN	A	A	A	A	A			A	A	A									
5602 Behavioral Genetics	BN	A	A	A	A	F	F	A	A											
5604 Sex differences in the brain and behavior	BN	A	A		A	A	A	A		F	F	A	F	F		F	F	A		
5606 High Level Vision	CO	A	A	F	A	F	A	A					A	A	F					
5614 Cognitive Neuroscience	CO	A	F	F	A	A	F	A	F	F			F	A	A				A	A
5622 Development of Brain and Behavior	BN	A	A	A	A	A	A	A	A				A	A						
5681 Development and Psychopathology	CL	A		A	A			F												
5684 Psychology of Delinquency	D	A	A	A	A	A	A	F	A	A	F	A	A	F	A	A	A	F	F	A
Advanced Courses																				
4309 Human Motor Control	CO	A	A	A	A	A	F	F					F			F				
4485 Psychology and the Law		F,A	F,A	F,A	F,A	F	F	F	F	F	F	F,A	F,A			F,A				
5505 History of Psychology		A							A				A	F	A				F	A
4508(H) Judgment and Decision-Making	Q	F	F	A	F			F	F	F										
4511 Psychological Testing		F	F	F	A	F			A		F		F	F		F				
4515 Psychology of Emotion	S	A,F	A,F	A,F	A,F	A,F		A,F	A,F	F	F					F			F	
4521 Personnel Psychology		F,A		F,A	F,A	F,A	F,A	F,A	F,A	F	F,A	F,A	F,A	F,A	F,A	F,A	F	F,A	F	F,A
4531 Health Psychology	CL	A	A	A	A	F	F			A	F		F		F	F	F	F	F	A
4531-S Health Psychology	CL	A	A	A	A	A	F			A	A	F	F		A	A	A	A	A	F
4543 Psychology of Gender	CL	A	F	A	A	A	F	F	A		A	F	F	F	A	F	A	F	F	F
4545 Cross-Cultural Psychology	CL	F,A	F,A	A	A	F	F	F	F	F	F,A	F,A	F	F	F	F				F

Course	Area																	
4552 Psychology of Adult Years	D	F		F	F	F												
4554 Language Development	D		A		A	A	A	F						A	A			
4555 Adolescent Sexuality	D	F		F	F	F		F						F	F			F
4571 Psychology of Dev. Disabilities	I	F		F	F	F,A					F			F,A			F	
5601 Comparative Psychology			A	A		A	A											
5608 Introduction to Mathematical Models	Q	F			A		A										F	
5610 Emotion Regulation	CL	A	A	A	A	A	A	F	F	F		A		A	A			
5613H Biological Psychiatry	BN	A	A	A	A	A	A											
5615 Psychology of Language	CO				F	F	F	F	F	F		F						
5618 Computational Cog. Neuroscience	CO	A	A	A	F	F	F					F	A	F	F			
5621 Intro to Event-Related Potentials	CO	A	A	A	A	F	A	A		F	F	F	F	A	F	F		A
5800 Family Psychology	D		A	A	A	A	A		A		A	A	A	A	A	A		
5832 Lifespan Sociomoral Development	D	A	F		F	A						A						
5898 Seminar in Behavioral Neuroscience	BN	A	A	A	A	A	A	A	A			A	A					

Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2301 Psychology of Extraordinary Beliefs	Q	F			A				F	F	F									
2303 Positive Psychology	CL	F		F	F	F	F	F		F	A	A	F		F	F	F	F		
2311 Psychology of Motivation	CO	A	A	F	F	F	F									F	F	F		
2333 Psychology of Human Sexuality	CL	A	F	F	F	F			F	F	A	A				F	F	F		
2350 Contemp. Developmental Psychology	D	F		F	F		F					F								
2376 Interpersonal Relationships	S	F,A		F,A	F	F		F	F		F					F	F		F	F
2420 Psychology Applied to Sport		F		F,A	F,A	F			F	F	F					F	F		F	
2462 Psychology of Creativity							F,A				F	F		F	F	F,A				
2500 Applied Psychology		F	F		F			F		F	F		F							
3321(H) Quant. and Statistical Methods		F			A	F	F	F	F											
3371 Language and the Mind	CO	A	F		A	F		F	F		F		F	A	A	A	F	F	F	
3522 Organizational Psychology		A,F	A,F	A,F	F	F	A,F	F	F	F,A			F	F	F	F,A	F	F		F
3624 Primate Cognition		F	F		F	F				F										
3900 Practical Guide to Ruling the World		A	A	A	A	A	A	F	A	F	F	A				F	F			
4320 Psychological Science of Addiction		F	F	F			F													
4525 Psychology of Personal Security	S	A		F,A	F,A	F	F,A		F	F,A	F	F, A	F,A			F	F	F	F	
5425 Introduction to fMRI	CO	A		F,A	F,A	F	F,A			F,A	F	F,A	F,A			F	F	F	F	
5603 Stem Cells and the Brain	BN	A	A	A	A	A	A	A	A											
5612 Introduction to Cognitive Science	CO	A	A		F	F	F						F							
5620 Technology, Efficiency, and Happiness	CO	A	F	A	F	F	F	F					F	F	A		F			

Course																				
5628 Developmental Cognitive Neuroscience	CO	A	A	A	A	A	A	A	A	A		A	A	A	A					
5870 Neuroeconomics and Decision Neuroscience	D	F	F	A	A		F	F	F											
5891 Proseminar in Cognitive Science	CO	A	A	A	A	A	A	A		A		A	A	F						

Experiential Elective Courses

Course																				
3191 Internship in Psychology		F		F		F					A	F, A	F		A	F, A	F, A		A	F, A
3193.01 Individual Studies in Psychology		A				A														
3193.02 Individual Studies: Teaching		A	F,A	F,A	F,A	A	A	F	F	F	A	F, A	A	A	A	F, A	F	F, A	A	A
4998 Undergraduate Research		A			F,A	A	F, A	F,A		F,A					A					
4999.01(H) Thesis Research I			A		A	A	A	A		A	A		A	A		A	A	A		A
4999.02(H) Thesis Research II			A		A	A	A	A		A	A		A	A		A	A	A		A
5700 Science Education Outreach	D		A	A	A	A		A	A			A		A	A	A	A		A	