### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>GROUP VII SOCIAL SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Applied Arts and Sciences</td>
</tr>
<tr>
<td>Course #</td>
<td>PSY 110S</td>
</tr>
<tr>
<td>Course Title</td>
<td>Organizational Psychology</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>none</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Eddie R. Moore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>X7861 <a href="mailto:eddie.moore@umt.edu">eddie.moore@umt.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Cathy Corr</td>
</tr>
<tr>
<td>Dean</td>
<td>Barry Good</td>
</tr>
</tbody>
</table>

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

Foundation in the psychological processes that influence behavior and job performance of people in work settings.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

1. Systematically study individuals, groups, or social institutions.

   The sources and manifestation of the individual and individual differences are studied.

2. Analyze individuals, groups, or social problems and structures.

   Personality and values, perception and decision making, theories of motivation, and emotions and moods as they influence human behavior in the workplace context are studied. The influence of participation and membership in groups on individual workplace behavior are explored and assessed.

3. Attention to ways in which conclusions and generalizations are developed and justified and methods of data collection and analysis.

   The Scientific Method and formation of hypothesis are explored. The relationship of independent, dependent, and moderating/confounding variables and their impact on the contingency model of organizational psychology are examined throughout the course. Research designs are introduced. Levels of analysis include the individual, group, and organization.
V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the nature, structure, and historical development of human behavior, organizations and social phenomena.</td>
<td>The evolution of the workplace as influenced by major socio-cultural revolutions, research findings, and emergent schools of thought are systematically traced.</td>
</tr>
<tr>
<td>2. Use theory in explaining these individual, group, or social criteria.</td>
<td>Research such as the Hawthorne studies, Scientific Management, Social Man Theory, the Human Relations Movement, group dynamics and their impact on the workplace and human behavior within the workplace context are analyzed.</td>
</tr>
<tr>
<td>3. Understand, assess, and evaluate how conclusions and generalizations are justified based on data.</td>
<td>It is demonstrated that when hypothesis and theories are validated specific events will occur in particular circumstances.</td>
</tr>
</tbody>
</table>

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

---

THE UNIVERSITY OF MONTANA
COLLEGE OF TECHNOLOGY
APPLIED ARTS AND SCIENCES DEPARTMENT
COURSE SYLLABUS

PSY 110S
ORGANIZATIONAL PSYCHOLOGY

SEMESTER CREDITS: 3

CONTACT HOURS PER SEMESTER: 45
   Lecture hours per week: 3
   Lab hours per week: 0

INSTRUCTOR: Eddie Moore

E-MAIL: eddie.moore@mso.umt.edu (If you e-mail me, please include your full name and section of the course you attend EX: Ed Moore, OP [time that class starts and days it meets]
EX: OP 9:10 M,W,F
According to new Federal and UM policies I can not answer any e-mail that does not come from an official UM e-mail address; i.e. Grizmail, etc. no hotmail, aol, yahoo, etc.

PHONE: (406) 243-7861
OFFICE LOCATION: Health and Business Bldg.
OFFICE HOURS: By appointment
RELATIONSHIP TO PROGRAMS: This course is a requirement for many College of Technology Associate of Applied Science Degrees. This is a transferable course.

COURSE DESCRIPTION: Foundation in the psychological processes that influence behavior and job performance of people in work settings.


POLICIES

- "Make-up" quizzes are not given for any reason.
- Assignments are not accepted after the due date—if you submit a late assignment expect a 0.
- Students are expected and required to learn how to access and navigate the Blackboard Software that functions as a supplement to the course by the end of the first week of instruction. I will not be responsible for “computer or technical” problems. Such problems will not excuse missed or late completion of Exams and written assignments.
- Cell phones are to be turned off during class.
- “Extra Credit” is not provided; all students will be treated equally by earning their grade the same way.
- I am not responsible for:
  
  - Your absences
  - Your tardiness
  - Your forgetfulness
  - regardless of cause

  Please don’t waste my time with e-mails, phone calls, and after-class discussions about these issues.
- No "drop slips" will be signed, after the 30th day of class.
- Errors in spelling, grammar, sentence structure in written work: points will be deducted for these errors.
- All written work must be word-processed.

The professor reserves the right to make changes to course requirements, schedules, due dates, etc. Students are responsible for being aware of such changes. They will be announced in class or in the ANNOUNCEMENTS section of Blackboard.
• Disabilities and special learning needs: It is your responsibility to inform me, at the beginning of the course, of any disability and accommodations and your and DSS’s means of accommodation.

Add/Drop Dates Please note the drop deadline. Petitions to drop after the deadline will be signed only in the case of documented emergencies as defined on the petition. Failure of the course is not a valid reason to drop at the end of the semester.

ATTENDANCE POLICY:

Students are expected to attend all class meetings. Attendance will be taken randomly; “points” are not awarded for attendance.

SOURCE OF COURSE GRADE:
5 exams@60 points each = 300 points (50%)
3 short writing assignments = 200 points (33.3%)
  Research Design 40 points
  Behavior Modification 80 points
  Motivation 80 points
Portfolio of Self Assessment Library results = 100 points (16.7%) This is due at the last class meeting-no exceptions. Final Exam will replace your lowest score

STUDENT PERFORMANCE ASSESSMENT METHODS AND GRADING PROCEDURES:

GRADING SCALE:
A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F = 59% AND BELOW

STUDENT PERFORMANCE OUTCOMES:
Upon completion of this course, the student will be able to:

1. Perform effectively in the workplace.
2. Describe the major focus of the field of organizational psychology, including the three basic units of analysis used.
3. Write a hypothesis
4. Trace the historical developments and schools of thought that influence the workplace of the present and future.
5. Recall and explain theories of human motivation.
6. Explain the elements in the psychological process of perception.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Explain how the attribution process helps understand the causes of others' behavior.</td>
</tr>
<tr>
<td>8.</td>
<td>Identify the &quot;big five&quot; dimensions of personality and explain how they relate to organizational behavior.</td>
</tr>
<tr>
<td>9.</td>
<td>Define motivation and explain its importance in the field of organizational psychology.</td>
</tr>
<tr>
<td>10.</td>
<td>Define attitudes and understand their basic components.</td>
</tr>
<tr>
<td>11.</td>
<td>Identify and describe the major theories of job satisfaction.</td>
</tr>
<tr>
<td>12.</td>
<td>Identify different types of groups operating within organizations and understand how they develop.</td>
</tr>
<tr>
<td>13.</td>
<td>Explain how individual performance in groups is affected by the presence of others, the cultural diversity of group membership, and the number of others with whom one is working.</td>
</tr>
<tr>
<td>14.</td>
<td>Describe the process of communication and its role in organizations.</td>
</tr>
<tr>
<td>15.</td>
<td>Describe various types of individual differences with respect to how people communicate with each other.</td>
</tr>
<tr>
<td>16.</td>
<td>Distinguish between formal and informal communication networks, and explain the influence of each on organizational communication.</td>
</tr>
<tr>
<td>17.</td>
<td>Define and appreciate organizational culture.</td>
</tr>
<tr>
<td>18.</td>
<td>Identify why it is important for organizations to change.</td>
</tr>
<tr>
<td>19.</td>
<td>Define conflict and indicate how it can produce positive as well as negative effects.</td>
</tr>
<tr>
<td>20.</td>
<td>Explain the major factors making people resistant to organizational change and some ways of overcoming them.</td>
</tr>
</tbody>
</table>

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*