

**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE
PSYC 573 – Seminar in Personnel Psychology
Course Syllabus – Fall 2025**

COURSE INFORMATION

Course Number:	PSYC 573
Credit Hours:	3 credit hours
Class Meeting Dates:	Tuesdays, 8/18/25 – 12/12/25
Class Meeting Times:	Peck Hall 0306 11a-1:50p
Instructor:	Marie Childers, Ph.D
Office Hours:	Tuesdays 2-3p
Office Location:	Alumni Hall 0133
E-mail:	marichi@siue.edu

TEXTBOOK AND READING INFORMATION

Main Textbook:

Cascio, W.F. & Aguinis, H. (2019). *Applied Psychology in Talent Management* (8th ed.). Thousand Oaks, CA: Sage Publishing.

Supplementary Textbook readings:

Occasional textbook chapters will come from other textbooks. They can be accessed via MindTap or pdfs uploaded to Blackboard

Readings are listed in the course schedule and are available on-line through the library or Google Scholar. Let me know if you have difficulty accessing any of the articles.

COURSE DESCRIPTION

This is a graduate-level course examining the science and practice of Personnel Psychology. Personnel Psychology examines the practice and procedures around managing a human workforce. Students should develop a broad knowledge of the topic which will be further developed in subsequent, more specialized courses. It covers topics related to selection, training and development, employee evaluation, and performance.

COURSE LEARNING OUTCOMES

Upon completion of this course, you should be able to:

When you have completed this course, you should be able to:

1. Read and discuss a journal article,
2. Describe the functions of Human Resource Management,
3. Describe the history of Personnel Psychology,
4. Describe the legal issues affecting the practice of Personnel Psychology,

5. Explain the theory of criteria and methods of performance measurement,
6. Explain the methods of validating measures of individual differences, and
7. Understand the challenges and opportunities of personnel psychology.
8. Analyze research surrounding personnel psychology topics and critically evaluate best practices

POINT SYSTEM FOR LEARNING ASSIGNMENTS

Your final letter grade will be determined by the following assignments.

<i>Assignment</i>	<i>Points</i>
Exams (2 @ 50 points)	100
Research Paper and Presentation	170
<i>Outline</i>	30
<i>Rough Draft</i>	40
<i>Final Paper</i>	60
<i>Presentation</i>	40
Class/homework Activities (~6 @ 10 points)	60
Pre/post quiz	10
Facilitation (2 @ 30 points)	60
Chapter Quizzes (10 @ 10 points)	100
Total	500

OVERVIEW OF LEARNING ASSIGNMENTS

Exams

There will be two short answer/essay exams in this class, one midterm and one final exam. Exams will be submitted via Blackboard by the assigned due date. The goal of this exam is to gauge understanding of the course material and provide exposure to questions that you may be expected to answer and understand in the workforce. Short answer questions ask for a brief response (1-3 words or phrases), while essay questions ask for a more in-depth and integrated response with sources cited in APA style. You may prepare a list of citations (no notes, of course) to help you cite your sources during the exam. The exam will open on BB at 8am the day it is due and close at midnight. You may complete it any time the day it is due but you will have 3 hours to complete the exam upon the honor system. Save your exam as a word document with the title "Last Name_Assignment" and submit via BB.

Quizzes

After reading each of the assigned readings and reviewing the lecture material, you will take a quiz to assesses your understanding of the material. There are a total of 12 quizzes in this course, your 2 lowest quiz scores will be dropped at the end of the semester. Each quiz contains 5-10 multiple-choice and true/false questions. You will have 30 minutes to complete each quiz, and you must complete the quiz once you start it. Questions will be presented all at once, and you will be able to review of all your answers before you submit them. After the timer ends, your answers will be submitted

automatically. Complete each quiz before 11:59 PM CST on the due date listed in the Course Calendar; late quizzes will not be accepted. Note that after the due date, you will lose access to the quizzes.

Homework and Class Activities

Throughout the class I will assign take home assessments or mini projects that will allow you to apply what you've learned in class. We will also conduct in class activities to further explore topics. Homework assignments are due the class after they are assigned. In class activities are due at the end of the class during which they are assigned. Make-up class activities will not be allowed. Only individuals with an excused absence and proper documentation will be allowed an excuse from in-class activities. No exceptions are allowed for homework assignments. If you miss class, you may ask classmates for information about assignments.

Class Facilitations

To develop your critical thinking and oral communication skills, you will facilitate 2 article discussions at some point in the semester. The discussion leader will select a Focal Article for that week's topic (in consultation with the instructor) and email this paper to the class one week in advance of their facilitation. The focal article must be an empirical paper from an I/O-related journal (e.g., Journal of Applied Psychology, Journal of Management), published within the last 10 years. You will lead a class discussion about the merits of the publications. You can prepare for this discussion by reading the material before class, summarizing the main ideas, preparing to teach your classmates about the material, and drafting thoughtful questions that will elicit valuable discussion. Create and use a visual aid (e.g., PowerPoint slides, Prezi presentation, handouts, etc.) to support the discussion, and submit the materials here. Your grade will be based on the instructor's ratings of your presentation, visual aid, and thoughtful discussion. NOTE: you are still required to read all assigned readings prior to class, even if another student is presenting on it.

Discussion Questions

All students will post 3 discussion questions for each week on BB by 5pm the day before class time. Facilitators must also submit questions during the week of their facilitation. The facilitator will review all of the discussion questions and organize the class discussion for that day using the themes found therein. The facilitator will be responsible for guiding class discussion through the assigned readings for that week, in which they will:

1. Pose critical discussion questions (from the class) for the readings (both the focal article and other assigned readings) that are particularly insightful/relevant to the topic for the week, and that will generate discussion among your peers in a respectful manner,
2. Provide a brief overview of the book chapter and articles for the week, highlighting main points and summarizing information
3. Provide a brief overview on the focal article, including its major themes, findings, and methodology (as applicable), and
4. Connect the readings for the assigned week to material previously covered in the course.

Participation and Attendance

Your presence in class and your active participation are essential aspects of this course. You must have completed all reading assignments for a particular topic *before* we discuss the topic in class. This will

allow you to get the most out of the course and give you the chance to clarify issues you may have found confusing in the readings. In class, you should be prepared to discuss the substance of the ideas and concepts from the assigned readings. We may not have time to cover all of the material during class discussion, but you are still required to know the material from all assigned readings. All students are expected to contribute to class discussions.

Research Paper and Presentation

To start your research project, choose one of the two options described in the table below.

Option 1: Research Proposal	Option 2: Literature Review
Develop the introduction and methods sections of a research proposal. Describe the pertinent theory and research surrounding your study and articulate the hypotheses you plan to test. Then, describe how you intend to test those hypotheses. Your methodology should be feasible, although you do not need to conduct the study. You should also include the statistics you plan to use to test each of your hypotheses in the results section. See the Publication Manual of the APA (7th ed.) and the Thesis Guidelines for more details about what to include in each section. Your research proposal paper will be graded using the rubric posted on Blackboard.	Choose a topic of interest to personnel psychologists. Some examples include: 360-degree feedback, honesty testing, assessment centers, drug testing, personality testing, competency modeling, recruitment, interviewing, use of technology, sexual harassment, Americans with Disabilities Act, Affirmative Action, training design, etc. Your paper should summarize the relevant research studies and theory on your topic and highlight the research and practical implications in this area. Your literature review paper will be graded using the rubric posted on Blackboard.

Paper Criteria

Your paper should be based on relevant and current research. A good place to start is the APA's Handbook of Industrial/Organizational Psychology. Some of the journals for the field include Personnel Psychology, Journal of Applied Psychology, Academy of Management Review, Journal of Vocational Behavior, American Psychologist, Journal of Business and Psychology, Psychological Bulletin, Journal of Personality and Social Psychology, Human Resource Management Journal, and Journal of Management. Although there is no minimum or maximum in terms of the length of the paper, aim for approximately 10 pages. Write the paper using APA style and include in-text citations from at least 10 peer-reviewed sources published in the last decade. Include a title page, introductory and concluding paragraphs, and a list of references (not included in page count). Use APA headings and subheadings to organize the main ideas.

Presentation Criteria

Once you have written your paper, you will prepare a 20-minute presentation to share your research with the class. You may want to use overheads, PowerPoint slides, and/or handouts to assist the class in learning about your work. Be prepared to handle questions and comments from the class. Your presentation will be graded using the rubric posted on Blackboard.

GRADING DISTRIBUTION

Grade		%	Points	Description
A	=	90—100	450+	Excellent
B	=	80—89	400-449.9	Good
C	=	70—79	350-399.9	Satisfactory
D	=	60—69	300-349.9	Poor
F	=	0—59	0—299.9	Failure

COURSE EXPECTATIONS

- **Invest** an adequate amount of time. According to the university, you should spend 2 hours *outside* of class for every 1 hour *in* class (<http://www.siu.edu/policies/li4.shtml>).
- **Read** the assigned materials prior to class. There is a lot of reading as a part of this class and you are expected to have done the readings and be prepared to discuss.
- **Check** your university e-mail and Blackboard several times each week. Look for new announcements and feedback on your assignments.
- **Be authentic** and submit your own work. If you reference external sources, cite them using the guidelines published by the American Psychological Association (APA) and provide a list of references at the end of your response, report, or post.
- **Contact me** if you have any questions. You can e-mail me, visit me during my office hours, or drop by my office if the door is open
- **Contact** help@siue.edu with your questions related to Blackboard and other technical difficulties. If technical problems prevent you from accessing course materials or submitting assignments, let me know.

GRADING POLICIES

To complete the course assessments, follow the policies outlined below.

- Grades will not be curved or rounded. You begin the course with zero points and earn every point to reach your goal.
- Submit all assignments on Blackboard. I will not accept assignments submitted through email.
 - Class activities and homework assignments may be submitted in class
- Submit your assignments before on the due date listed in the syllabus calendar.
 - For an assignment submitted after the due date, you will forfeit 25% of the total possible points *each* day the assignment is late.
 - Under no circumstances will late assignments be accepted after the course ends.
- Adhere to SIUE's Student Code of Conduct as outlined at <https://www.siu.edu/policies/3c1.shtml>.
- Submissions that contain plagiarized material will receive a zero, and those that include an abundance of spelling and grammatical errors will be graded down.

COURSE CONTENT AND CALENDAR

The table below includes a tentative course schedule. The instructor reserves the right to alter it to improve the quality of learning or to accommodate unforeseen events. The instructor will announce any changes to the calendar via e-mail and Blackboard announcements.

* Indicates optional but recommended readings

Week	Dates	Topic	Learning Tasks	Assignments
1	8/19	Course Overview; Overview of Personnel Psychology	• “About This Course” page on Blackboard • Chapter 1	• Quiz 1
2	8/26	Systems Theory	• Chapter 3 • How Technology Is Changing Work and Organizations Cascio and Montealegre 2016 • Strategic I/O Psychology and the Role of Utility Analysis Models Boudreau and Ramstead • The Utility of Utility Analysis - Vance and Colella 1990	• Quiz 2
3	9/2	Legal Issues in Personnel Psychology	• Chapter 2 • Committee on Professional Practice & Standards. (2003). Legal issues in the professional practice of psychology. <i>Professional Psychology: Research & Practice</i>, 34(6), 595-600. • King, E. B. & Ahmad, A. S. (2010). An experimental field study of interpersonal discrimination toward Muslim job applicants. <i>Personnel Psychology</i>, 63(4), 881-906. • Van Iddekinge, C. H., Lanivich, S. E., Roth, P. L., & Junco, E. (2016). Social media for selection? Validity & adverse impact potential of a Facebook-based assessment. <i>Journal of</i>	• Quiz 3 • Article Discussion –

			<i>Management</i>, 42(7), 1811-1835.	
4	9/9	Work Analysis	• Chapter 9 • Chung-Yan, G. A., Schat, A. C., & Cronshaw, S. F. (2019). Are consensus ratings of functional job analysis scales more reliable than ratings made by independent raters? <i>Personnel Assessment & Decisions</i>, 5(1), 83-89. • Dierdorff, E. C. & Morgeson, F. P. (2009). Effects of descriptor specificity & observability on work analysis ratings. <i>Personnel Psychology</i>, 62(3), 601-628.	• Quiz 4 • Article Discussion –
5	9/16	Criteria	• Chapter 4 • Connelly, B. S., McAbee, S. T., Oh, I. S., Jung, Y., & Jung, C. W. (2021). A multirater perspective on personality & performance: An empirical examination of the trait–reputation–identity model. <i>Journal of Applied Psychology</i>, 107(8), 1352-1368. • Kaplan, S. Bradley, J. C., Luchman, J. N., & Haynes, D. (2009). On the role of positive & negative affectivity in job performance: A meta-analytic investigation. <i>Journal of Applied Psychology</i>, 94(1), 162-176.	• Quiz 5 • Article Discussion –
6	9/23	Performance Management	• Chapter 5 • Culbertson, S. S., Henning, J. B., & Payne, S. C. (2013). Performance appraisal satisfaction: The role of feedback & goal orientation. <i>Journal of Personnel Psychology</i>, 12(4), 189-195.	• Quiz 6 • Article Discussion -

			Doldor, E., Wyatt, M., & Silvester, J. (2019). Statesmen or cheerleaders? Using topic modeling to examine gendered messages in narrative developmental feedback for leaders. <i>The Leadership Quarterly</i>, 30(5), 1-21.	
7	9/30	Individual Differences & Assessment	- Chapter 6 - Kantrowitz, T. M., & Dainis, A. M. (2014). How secure are unproctored pre-employment tests? Analysis of inconsistent test scores. <i>Journal of Business & Psychology</i>, 29(4), 605-616. - Van Iddekinge, C. H., Aguinis, H., Mackey, J. D., & DeOrtentiis, P. S. (2018). A meta-analysis of the interactive, additive, & relative effects of cognitive ability & motivation on performance. <i>Journal of Management</i>, 44(1), 249-279.	- Quiz 7 - Article Discussion
8	10/7	Midterm Exam	Study for Midterm Exam	Midterm Exam
9	10/14	Validation	- Chapter 7 - Djurdjevic, E., Stoverink, A. C., Klotz, A. C., Koopman, J., da Motta Veiga, S. P., Yam, K. C., & Chiang, J. T. J. (2017). Workplace status: The development & validation of a scale. <i>The Journal of Applied Psychology</i>, 102(7), 1124-1147. - Hommel, B. E., Ruppel, R., & Zacher, H. (2021). Assessment of cognitive flexibility in personnel selection: Validity & acceptance of a gamified version of the Wisconsin Card	- Quiz 8 - Research Paper Outline - Article Discussion -

			Sorting Test. <i>International Journal Selection & Assessment</i> , 30, 126-144.	
10	10/21	Training and Development	- Chapter 15 - Campion, M.A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G.M., & Odman, R.B. (2011). Doing competencies well: Best practices in competency modeling. <i>Personnel Psychology</i>, 64(1), 225-262. - Gegenfurtner, A., Zitt, A., & Ebner, C. (2019). Evaluating webinar-based training: A mixed methods study of trainee reactions toward digital web conferencing. <i>International Journal of Training & Development</i>, 24(1), 5-21.	- Quiz 9 - Article Discussion -
11	10/28	Compensation	- Snell and Morris Chapter 11 - Dezső, C. L., Li, Y., & Ross, D. G. (2022). Female CEOs and the compensation of other top managers. <i>Journal of Applied Psychology</i>, 107(12), 2306–2318. - Kuhn, K. M. (2024). Ambiguity in advertised compensation: Recruiting implications of nominal compliance with pay transparency legislation. <i>Journal of Applied Psychology</i>, 109(4), 599–609.	- Quiz 10 - Article Discussion –
12	11/4	Succession Planning	- Work on Rough Draft - Valentine et al Chapter 9 - Church, A. H. (2014) Succession Planning 2.0: building bench through better execution. <i>Strategic HR Review</i>, 13(6) 233-242	- Research Paper Rough Draft - Quiz 11 - Article Discussion –

- Jackson, N. C. & Dunn-Jensen, L. M. (2021) Leadership succession planning for today's digital transformation economy: Key factors to build for competency and innovation. *Business Horizons*, 64, 273-284.
- Kesner, I. F. & Sebor, T. C. (1994). Executive succession: Past, present, and future. *Journal of Management*, 20(2), 327-372.

13	11/11	International P-Psych	• Chapter 17 • Stahl, G. K. & Voigt, A. (2008). Do Cultural Differences Matter in Mergers and Acquisitions? A Tentative Model and Examination. <i>Organization Science</i>, 19(1), 160-176. • Kainer, M. L., Bolino, M., & Mead, B. (2016) Themes in Expatriate and Repatriate Research Over Four Decades: What Do We Know and What Do We Still Need To Learn? <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 3(1), 1-27. • Claus, L. & Briscoe, D. (2009) Employee performance management across borders: A review of relevant academic literature. <i>International Journal of Management Reviews</i>, 11(2), 175-196.	• Quiz 12 • Article Discussion –
14	11/18	Presentations	• Present on Research Paper	• Presentation materials due before class
15	11/25	Thanksgiving	• Finish research paper	• Nothing, happy thanksgiving!

16	12/2	No Class	• Work on Final Paper	• Final Paper Due Friday @ 5pm
17	12/9	Finals	• Study for Final Exam	• Final Exam

PSYCHOLOGY DEPARTMENT 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 (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 ensure 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>.

Services for Students Needing Accommodations

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

The Psychology Department's Policy on Incomplete Grades

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in

barriers to your inclusion or to an accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

The Psychology Department's 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 it 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 (see below for the specific policy for this class). The penalty for unacceptable writing in this class is as follows: You will have one week to revise and resubmit your paper through Blackboard, and you will lose 10 points from the final grade.

SIUE Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy

Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin,

race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.

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.

Other Resources

- Lovejoy Library
 - 618-650-4636
 - <http://www.siue.edu/lovejoylibrary/>
- Computer Labs
 - <http://www.siue.edu/its/labsclassrooms/>
- Technology Support
 - Lovejoy Library Room 0005
 - 618-650-5500
 - help@siue.edu
- Writing Center
 - MUC –Student Success Center 1254
 - 618-650-2045
 - <http://www.siue.edu/lss/writing/index.shtml>

COVID-19 PANDEMIC POLICIES RELATED TO CLASSROOM INSTRUCTION

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used. Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and are temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a

friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC). Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but have not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).
- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of

record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., the transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726). If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

ADDITIONAL SUPPORT

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)

- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decision to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

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](tel: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